

Multiperspective Pedagogy Innovation in Indigenous History to Enhance Happiness Historical Consciousness of Secondary School Students in the Cultural Diversity Area of Thailand

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Abstract

The objectives of the research at this time were to 1) study the multiperspective pedagogy innovation in indigenous history guideline to enhance happiness historical consciousness, 2) innovate multiperspective pedagogy innovation in indigenous history to enhance happiness historical consciousness of secondary school students in the cultural diversity area of Thailand, and 3) study the results of applying multiperspective pedagogy innovation in indigenous history to enhance happiness historical consciousness of secondary school students in the cultural diversity area of Thailand. This was action research. Samples used included 1) 15 social studies and history teachers, 2) 5 specialists in social studies education, and 3) 329 secondary students in upper northern Thailand, 349 in total. Research tools used included 1) a semi-structured interview, 2) a quality assessment form for the E-learning package, 3) a questionnaire on happiness historical consciousness, and 4) notes on group conversations. Content analysis was applied to qualitative data analysis and quantitative data was analyzed using statistical software to calculate means and standard deviation values. The results are shown below:

1) In studying the model of multiperspective pedagogy innovation in indigenous history to enhance happiness historical consciousness, it was found that hybrid learning should be applied to the model and should focus on organizing the learning management system that promotes and allows students to develop themselves to understand social conditions, trends, and problems related to living in a future society by asking questions about social phenomena. The model of learning management was called the MITH Model of Multiperspective Pedagogy Innovation in Indigenous History. The model consisted of 1) motivation, 2) independent learning issue, 3) task-based learning, and 4) holistic approach. The purposes of the model were to encourage students to adjust themselves socially, encourage them to ask questions as lifelong learners, to live with other people peacefully, and encourage them to adopt philosophy so they can live balanced lives., 2) In creating multiperspective pedagogy innovation in indigenous history to enhance happiness historical consciousness of secondary school students in the cultural diversity area of Thailand, the study found that multiperspective based history learning innovation to enhance happiness historical consciousness which had been developed was in the form of E-learning package which consisted of lesson plans and Google Classroom. The E-learning package was the highest in quality which indicates that the E-learning package can be effectively applied to multiperspective based history learning innovation to enhance happiness historical consciousness of secondary school students in the cultural diversity area of Thailand. And 3) In studying the results of using multiperspective pedagogy innovation in indigenous history to enhance happiness historical consciousness of secondary school students in the cultural diversity area of Thailand, it was found that students who participated in the multiperspective based history learning activity were at the highest level of happiness historical consciousness. From the assessment, the developed learning management system helped to instill happiness historical consciousness into students, making them proud of being active citizens who can perceive our global society in the future from a multiperspective.

Keywords: history learning, multiperspective pedagogy innovation, teaching social studies, happiness historical consciousness, indigenous history

1. Introduction

Philosophy of education maker spaces, Buddhism intelligence education, and multiperspectivity have clarified that in a democratic society, people need to be able to interpret information critically which also includes multiple interpretations according to different incidents. There sure is a variety of cultures and races, which results in multiple interpretations in teaching students to prepare to be citizens who understand the world they are living in. Therefore, the learning management system should cover all different points of view. History is a complicated subject and should be taught from various perspectives since no historical content appears to be exactly accurate but depends on complex contexts of time and places. To suggest different historical perspectives, critical thinking skills must be utilized. Students as citizens of the future are obliged to study the origins of history to distinguish facts, interpretations, evidence, well-discussed interpretations, and interpretations of evidence that contradict facts. Moreover, students must comprehend and have different perspectives of a variety of historical sources, especially the noted ones that contradict. This will enhance our thinking citizens' skills to analyze and know how to question the data. They can, hence, evaluate the liability of the source to find answers to their questions by analyzing data, selecting data, comparing it to other perspectives, assessing, and making decisions as lifelong learners. The process which is work with various perspectives will lead to the development of critical thinking (Kurti, Kurti & Fleming, 2014; Black, 2011; Bickmore & Parker, 2014; Wansink, Akkerman, Zuiker & Wubbels, 2018; Somdet Phra Buddhakosajarn (Prayudh Payutto), 2019).

According to the fourth purpose of Sustainable Development Goals (SDGs), the equality of education that includes everyone and supports lifelong learning for all, a successful education system, and high-quality education will be the indicator of educational liabilities and guarantee that our education can effectively drive us towards sustainable development. Furthermore, other purposes are to organize professional training opportunities at equitable and affordable prices and eliminate sexual inequality to successfully provide everyone with educational access and opportunities to continue to study at a higher level of education. Besides, the development of learning skills for local communities counts on the environment as lessons to integrate other fields of knowledge. One step of the process is to create and upgrade educational materials and tools that might easily offend children, people with disabilities, and transgenders to create a non-violent learning environment that includes all and is beneficial to everyone. This is to ensure that knowledge and skills necessary to promote sustainable development will reach everyone as well as education for sustainable development, a sustainable way of life in cultural diversity, and cultural participation for sustainable development (United Nations, 2015).

The vision of Basic Education Core Curriculum 2008 aims to develop every student, the future of the nation, to be physically strong, knowledgeable, moral, and conscious of being a Thai and global citizen adhering to the regime of constitutional monarchy. They will have knowledge, skills, intention to continue to higher education, careers, and the ability of lifelong learning. This focuses mainly on students, believing everyone can learn and develop their true potential (Ministry of Education, 2008). In the aspect of opportunities and equality according to the 20-year National Strategy from 2018 to 2037, the important goals are to synergize the private sector, civil society, and local communities together to propel by promoting civil gatherings to collaborate for the society (Office of the National Economic and Social Development Council, 2017). And in the aspect of lifelong learning promotion, the learning ecosystem for lifelong learning should be exercised according to the 13th National Economic and Social Development Plan (from 2023-2027). Each section will be supported and promoted as learning cities, sources for learning, and diverse and creative spaces, both physically and virtually. Proper standards for motivation should be established. After that, educational institutions, local government agencies, community development organizations, civil society, and the private sector, especially start-up entrepreneurs, can build and develop their sources of learning and creative spaces that are high in quality, modern in content, and meet the needs of all groups of learners. They should both physically and virtually cover every area, so everyone can have access to them. This gives everyone opportunities to learn and utilize to develop and creatively bring out their potential, which is an invaluable factor that contributes to a favorable trend and lifelong learning behavior (Office of the National Economic and Social Development Council, 2022). Therefore, educational management means integrating areas in the community and turning them into learning spaces. Many fields of study such as community history, ethnic culture, the history of Buddhist art, cultural ecology, etc.

According to teaching and learning management in history subject, it was found that learners lacked critical thinking and multiple perspectives towards history, limiting their knowledge and understanding of the subject. Moreover, the lack of multiple perspectives towards history caused learners' negative attitudes toward studying history. Neither would they reach for information nor investigate historical evidence before deciding to believe. This is substantially important that teaching and learning management in history subject must focus on effectively establishing multiple

perspectives using the historical method.

From reviewing the concept of historical interpretation regardless of timelines, which promotes multiple perspectives in insight historical studies, teachers and learners should know and understand the irremediable story of history in the past. History is often recorded, and some of it is published by historians in their pieces. Historical pieces by each historian are also different, and they are invariably criticized in both a positive way and a negative way. This indicates that history can reflect stories in the past and historical fiction that is supported by references or discovered historical evidence. In the process of acquiring these references and evidence, data searching, analysis, critical thinking, and reliable sources are needed. Then historians interpret the data and present it in their own words. If learners utilize data sources and historians' pieces to develop their critical thinking skills, this process is remarkably valuable. Critical thinking means the efficient process of thinking with accuracy, correctness, logical review, and justice. Teachers and learners should understand the process and be always aware of their thinking process (Black, 2011).

Multiperspectivity is the process of data searching, consideration, and reflection which allow learners to interpret. To most effectively utilize multiple perspectives, learners must work correctly and accurately according to data derived from teachers and textbooks. This is a step-by-step process to study from data sources and suggests the concept of multiple perspectives that lead toward the reality of history. Also, information that helps to build an understanding of the concept of multiperspective has been presented. For example, you try looking at one side of your hand, then you turn it upside down and look again. It is still the same hand, but the perspectives are different. This example can explain the multiperspectivity of each learner, making them understand the concept in no time. On the other hand, the opposite of the multiperspective is the one-sided perspective. According to lessons learned from history, the one-sided perspective allows one to see an object from only one perspective, which is not accepted in today's world. There should be more than one perspective and learners must admit the differences. Therefore, encountering different perspectives is necessary and learners should have an open mind and listen to others to understand different and multiple perspectives. When a multiperspective is applied to history, historical questions on the truth and liability arise. This is the concept of democracy which contributes to different interpretations. If a one-sided perspective is applied to history, new perspectives will never come to light, resulting in insular attitudes toward historical studies and no new knowledge for learners. (Black, 2011; Bickmore & Parker, 2014; Wansink, Akkerman, Zuiker & Wubbels, 2018)

Multiperspective pedagogy aims to create a variety of viewpoints to reduce bias, allowing students to learn from themselves and be accepting of others. Under the diversity of local historical issues which can be linked to all 8 dimensions, consisting of (1) Scientific perspective (2) Historical perspective (3) Geographic perspective (4) Human rights perspective (5) Gender equality perspective (6) Values perspective, (7) Cultural diversity perspective, and (8) Sustainability perspective. (UNESCO, 2012), which can be taught to have connections in all 8 learning dimensions to help promote the teaching of Historical Learning for all. Happiness comes from knowing students' historical roots and accepting themselves. To reduce prejudice and accept others in society.

Happiness historical consciousness is the psychological process of interpreting the past to understand the present and predict the future as well as all the experiences of humanity according to facts. The process emphasizes the importance of history, so some of the current events and those to occur in the future will be comprehended, and valuable events in the past will be held again by using evidence. Furthermore, this process stimulates history learning. There will be critical thinking questions, and these questions engage in morality and tie people down to their roles whether they were the "actors" or "participants" in history. Each learner will be able to find the relationship between the past, the present, and the future. People will be motivated to think historically. These things can count as the success of culture or individuals who understand the history of their situations, their changes, and cultural changes. There are 2 versions of happiness's historical consciousness. The first version regards happiness historical consciousness as a common phenomenon and the increasing perception of it is the key moment of the beginning of modern self-understanding. The second version regards happiness historical consciousness as an individual's ability and is used in perception training that allows people to understand history. (Jeismann, 1979; Rösen, 1989; Körber, 2015; Seixas, 2016; Grever & Adriaansen, 2019; Tennent, Gillett, & Foster, 2020; Satayanuruk, 2015)

Therefore, it is crucial to develop teaching innovation in social studies that promote multiple perspectives toward historical comprehension. The purpose of this is to instill a multiperspective that promotes happiness historical consciousness in learners. Learners will be aware of using the historical method to study, search for information and evidence, evaluate evidence, interpret evidence, and conclude the study systematically. This will lead to consciousness and love in happily learning history.

2. Methodology

2.1 Research Form

This was action research: AR. Data collected and analyzed was derived from a semi-structured interview, a quality assessment form for the E-learning package, a questionnaire on happiness historical consciousness, and notes on group conversations. The results were presented in the form of descriptive analysis. Quantitative and quantitative data were used in data analysis and description.

2.2 Population and Samples

In this action research: AR, samples used included 1) 15 social studies and history teachers, 2) 5 specialists in social studies education, and 3) 329 secondary students in the upper northern Thailand, 349 in total.

2.3 The Instruments Used in the Study

The instruments used for data collection consisted of:

- (1) a semi-structured interview
- (2) a quality assessment form for E-learning package
- (3) a questionnaire on happiness historical consciousness
- (4) notes on group conversations

2.4 Data Collection

(1) In the documentary study, data related to multiperspective based learning was collected from papers, books, journal articles, and other sources of secondary data that appeared in the database to gather basic information on learning management in a history subject and utilize collected data to analyze in the study.

(2) In situational analysis, data related to multiperspective based learning was collected from interviews with social studies and history teachers who specialized in social studies teaching management. A research tool used was a semi-structured interview regarding the model of multiperspective based history learning management to enhance happiness historical consciousness.

(3) In designing and development, multiperspective based history learning innovation to enhance happiness historical consciousness was designed, developed, and evaluated in the aspect of effectiveness by learning management specialists. Their evaluation and suggestions were applied to the development of multiperspective based learning innovation. A researcher tool used was a quality assessment form for an E-learning package regarding multiperspective based history learning management to enhance happiness and historical consciousness.

(4) Studying the results of applying the model of multiperspective based history learning management to enhance happiness historical consciousness of secondary school students in the cultural diversity area of Thailand was meant to review bodies of knowledge and learners' potential through content analysis. Then the results were analyzed and discussed. Research tools used were a questionnaire on happiness historical consciousness and notes on group conversations.

2.5 Data Analysis

(1) In content analysis, there were 4 steps which were 1) to configure the scope of content analysis, 2) to make an outline for data by listing and categorizing names or messages to be analyzed, 3) to consider contexts or surroundings with data collected for analysis, and 4) to analyze data the appeared on the papers, then interpret, conclude, and present the results in the descriptive form.

(2) In quantitative data analysis, data derived from the quality assessment form was calculated by statistical software. Data were analyzed using descriptive statistics. The results of the statistical analysis of the quality assessment form for the E-learning package were means and standard deviation values.

3. Results

In this research, researchers divided data derived from the study and presented the results of the research according to the aims. The results are showed as follows:

3.1 Study the Multiperspective Pedagogy Innovation in Indigenous History Guideline to Enhance Happiness Historical Consciousness

It was found that researchers created the model of multiperspective based history learning management to enhance

happiness historical consciousness, called “MITH Model of Multiperspective Pedagogy Innovation in Indigenous History”. The model consisted of 1) motivation, 2) independent learning issue, 3) task-based learning, and 4) holistic approach. The details are as follows:

(1) M: Motivation is the process of stimulating students’ thoughts, feelings, and desire to learn. They intellectually inquire about historical events taught in the classroom or from other media and ask questions about historical issues from multiple perspectives. Hence, it is the beginning of the whole learning process.

(2) I: Independent learning issue is the process of determining historical issues to teach students, aiming for them to use their potential and independently study historical issues or topics that they are interested in. In the meantime, teachers are available for them to properly instruct. The important thing is that there are numerous ways to acquire their answers. Therefore, students are the ones who determine and plan the topics of what they are going to learn. This also includes their learning method and how they evaluate the results from learning together with their team. It is an important process in delegating learning power to them to achieve anonymous learning.

(3) T: Task-based learning is the process of distributing assignments to team members to promote collaboration in the learning process. This focuses on analyzing their goals, distributing their workload, and presenting the different learning results based on their interest such as digital media integration, Vlog techniques, the application of historical evidence to create economic development, knowledge management to promote soft power, etc.

(4) H: Holistic approach is the process of linking historical thoughts without dividing. This emphasizes the relationship between elements of the topics on the individual, social, and global levels, and also focuses on multiple perspectives of students. They will see and understand the whole picture of the issues and decide to create values and meanings to their knowledge gained from learning. This also means one step towards systematic and creative thinking which can develop human capital. All of these can be concluded in the diagram below:

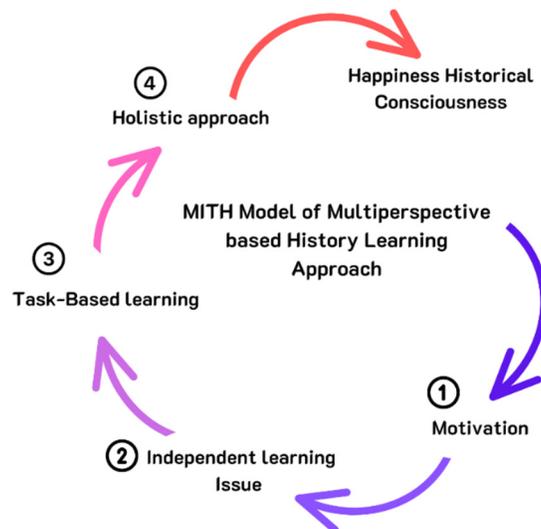


Figure 1. MITH Model of Multiperspective Pedagogy Innovation in Indigenous History

Source: Mangkhang, Kaewpanya & Onwanna (2023)

3.2 Innovate Multiperspective Pedagogy Innovation in Indigenous History to enhance Happiness Historical Consciousness of Secondary School Students in the Cultural Diversity Area of Thailand

It was found that researchers designed and developed an E-learning package regarding multiperspective pedagogy innovation in indigenous history to enhance happiness historical consciousness. There were 10 lesson plans regarding multiperspective pedagogy innovation in indigenous history to enhance happiness historical consciousness. These plans were applied together with the learning management model which was divided into 4 steps according to the MITH Model of Multiperspective Pedagogy Innovation in Indigenous History and Google Classroom. Moreover, researchers, along with specialists in social studies education, evaluated the quality of E-learning package for teaching and developed this E-learning package. The results are shown below:

Table 1. The Results of the Quality Assessment of E-learning Package on Multiperspective Pedagogy Innovation in Indigenous History to Enhance Happiness Historical Consciousness by Specialists (n=5)

No.	Items	Mean	SD	Results
1	The E-learning package meets the learning standard of the core curriculum and educational institute.	4.67	0.58	Highest
2	The E-learning package promotes the importance of studies in history with a multiperspective.	4.33	0.58	High
3	The E-learning package cover student development in the aspects of knowledge, skills, processes, competencies, and desirable characteristics.	5.00	0.00	Highest
4	The E-learning package promotes historical consciousness and the values of studies in history to students.	4.00	1.00	High
5	The E-learning package provides learners with opportunities to intellectually search for historical information through active learning.	4.33	1.15	High
6	The E-learning package encourages students to be pro-active citizens.	5.00	0.00	Highest
7	The E-learning package encourages children and the youth to be proud of being pro-active citizens.	4.33	0.58	High
8	The E-learning package promotes creativity.	3.67	1.15	Highest
9	The E-learning package is relevant to sources for local history.	5.00	0.00	High
10	The E-learning package is various and beneficial to studies in history.	5.00	0.00	Highest
11	The E-learning package contains local media for learning.	3.67	0.58	Highest
12	The E-learning package produces new bodies of knowledge which lead to innovations for the community.	5.00	0.00	Highest
13	The E-learning package offers new creative bodies of knowledge useful for other local studies in history.	4.33	0.58	High
14	The E-learning package promotes changes in the value domain, cognitive domain, psychomotor domain, and affective domain.	5.00	0.00	Highest
15	In the E-learning package, the progress of students is evaluated in a variety of ways suitable for the subject.	4.33	0.58	High
	Overall	4.51	0.45	Highest

Source: Mangkhang, Kaewpanya & Onwana (2023)

According to Table 1, it shows that in the results of the quality assessment of the E-learning package on multiperspective based history learning management to enhance happiness historical consciousness by specialists, the overall picture was at the highest level (Mean = 4.51, SD = 0.45). When considering each item, it was found that there were 6 items at the highest level which were 1) The E-learning package cover student development in the aspects of knowledge, skills, processes, competencies, and desirable characteristics. 2) The E-learning package encourage students to be pro-active citizens. 3) The E-learning package is relevant to sources for local history. 4) The E-learning packages are various and beneficial to studies in history. 5) The E-learning package produces new bodies of knowledge which lead to innovations for the community. 6) The E-learning package promotes changes in the value domain, cognitive domain, psychomotor domain, and affective domain. (Mean = 5.00). And from specialists' suggestions, the E-learning package contained proper processes of organizing learning activities and various platforms for learning which highly satisfied teaching and learning management in the current situation.

3.3 Study the Results of Applying Multiperspective Pedagogy Innovation in Indigenous History to Enhance Happiness Historical Consciousness of Secondary School Students in the Cultural Diversity Area of Thailand

It was found that researchers applied the E-learning package to secondary students in 8 classrooms, 329 in total. Data was collected from a questionnaire on happiness historical consciousness, and notes on group conversations. The results are shown in the table below.

Table 2. Results of Applying Multiperspective Pedagogy Innovation in Indigenous History to Enhance Happiness Historical Consciousness of Secondary School Students in the Cultural Diversity Area of Thailand (n=329)

No.	Items	Mean	SD	Results
1	Understand the history that you are studying.	4.58	0.59	Highest
2	Be aware of your role in preserving and disseminating the history that you are studying.	4.41	0.84	High
3	Find the link between the past, the present, and the future of the history are studying.	4.52	0.49	Highest
4	Conscious of happiness history and see the values of community history.	4.58	0.97	Highest
5	Interpret the relationship between the past, the present, and the future that influences our society.	4.35	0.68	High
6	Possess historical thinking.	4.47	0.60	High
7	Know and understand trends, identities, and the nature of studies in history in mainstream history and local history.	4.35	0.68	High
8	Know and understand the role of studying insight data that appears in local history.	4.82	0.38	Highest
9	Proud of children and the youth as pro-active citizens who have studied history.	4.76	0.42	Highest
10	Possess creativity from social geography in history.	4.82	0.38	Highest
11	Begin to possess skills in learning cultural diversity.	4.35	0.58	High
12	Begin to question critically which leads to discussions and the exchange of ideas.	4.52	0.60	Highest
13	Critically learn history from historical places, oral history, or urban legends.	4.58	0.49	Highest
14	Begin to possess new bodies of knowledge that can lead to innovations for your community.	4.58	0.49	Highest
15	Become careful of expressing your opinions towards history based on evidence and contexts of the area.	4.52	0.84	Highest
	Overall	4.55	0.60	Highest

Source: Mangkhang, Kaewpanya & Onwana (2023)

From Table 2, it was found that the overall level of students' happiness historical consciousness was at the highest (Mean = 4.55, SD = 0.60). When considering each item, it was found that there were 10 items at the highest level which were 1) Understand the history that you are studying. 2) Find the link between the past, the present, and the future of the history are studying. 3) Conscious of happiness history and see the values of community history. 4) Have knowledge and understanding of the role in studying insight data that appears in local history. 5) Proud of children and the youth as pro-active citizens who have studied history. 6) Possess creativity from social geography in history. 7) Begin to question critically which leads to discussions and the exchange of ideas. 8) Critically learn history from historical places, oral history, or urban legends. 9) Begin to possess new bodies of knowledge that can lead to innovations for your community. 10) Become careful of expressing your opinions towards history based on evidence and contexts of the area.

4. Discussion

4.1 Study the Multiperspective Pedagogy Innovation in Indigenous History Guideline to Enhance Happiness Historical Consciousness

It was found that hybrid learning should be applied to the model and should focus on organizing the learning management system that promotes and allows students to develop themselves to understand social conditions, trends, and problems related to living in a future society by asking questions about social phenomena. The model of learning management was called the MITH Model of Multiperspective Pedagogy Innovation in Indigenous History. The model consisted of 1) motivation, 2) independent learning issue, 3) task-based learning, and 4) holistic approach. The

purposes of the model were to encourage students to adjust themselves socially, encourage them to ask questions as lifelong learners, live with other people peacefully, and encourage them to adopt philosophy so they can live balanced lives. This model was relevant to Nilchaikovit, et al (2009) who suggested that transformative learning is a profound way of studying for changes. Students will be aware of their mind which is the combination of thoughts, feelings, beliefs, attitudes, worldviews, life, and their daily routines in specific situations. This type of awareness will turn them into fully developed ones. Hence, they can positively interact with conditions of life and surroundings in a symbiotic relationship. Also, the model was to achieve the goal of transformative learning by Mezirow (2003). According to his statement, the key to transformative learning is to modify the framework of beliefs, perceptual hypotheses, intentions, and expectations that influence perceptions and give meanings along with experiences. Besides, the model was relevant to Dewi's concept (2018) which suggested that learning innovation is the key to education. It should be taken into consideration because learning activities influence trends and integrated instructional materials to be used in the future. Not only is this related to the field of competition, but also the advancement of technology and data. In the aspect of the quality of the developed learning management system, all faults should be quickly eliminated.

4.2 Innovate Multiperspective Pedagogy Innovation in Indigenous History to Enhance Happiness Historical Consciousness of Secondary School Students in the Cultural Diversity Area of Thailand

It was found that multiperspective pedagogy innovation in indigenous history to enhance happiness historical consciousness was developed in the form of an E-learning package. These materials consisted of lesson plans and Google Classroom. The lesson plans in the E-learning package were at the highest level, which indicates that the E-learning package was effective when applied to multiperspective based history learning management to enhance happiness historical consciousness of students. This was relevant to Black's concept (2011). According to his statement, to develop learners to possess thinking skills and historical multiperspective, it should focus on whether studies can reflect different historical concepts and multiple perspectives from different generations towards the world, mindsets, culture, and ways of life. These are influenced by others and studies in history play an important role in the structure. Therefore, individual identities result from their school and family structure, and lessons (learned from both in and out of school) affect the way they perceive the world. Historical consciousness is common among each generation. Differences, however, start to exist among various forms of subcultures and minorities in society. If one generation is taught to accept what the truth is without any investigation and feels satisfied with it, there will be no further thinking process. And if this generation teaches the younger generation, there will be no development because they can only perceive the whole story from one side, and the only one truth just repeats. Mostly, teachers in the older generation were instilled to believe in historical interpretations, which means that well-structured stories eventually become reality. Moreover, this model followed the concept of online self-directed learning by Kaewpanya (2022). According to the statement, our learning situation now has dramatically changed. Technology is utilized for various types of learning management. Therefore, students must adapt themselves to the increasing demand to participate in the organized learning system which includes online learning. Online self-directed learning allows students to establish their self-paced education and learn in their places. Online self-directed learning in the classroom, therefore, allows students to plan their directions for studying by themselves. Students will have opportunities to decide which content, when, and how frequently they want to learn. Students, however, have to manage themselves to learn constantly. There should invariably be a variety of tests for students to evaluate their understanding. According to Mangkhang (2022), the concept of area-based learning was presented. Area-based learning is a concept that aims to reform education for developing human and community resources for maximum efficiency. This turns several areas into educational spaces and provides educational institutions in the area or those in the group that is economically, socially, and culturally similar, or have comparable ways of life with opportunities to organize or manage their syllabus, learning activities, subject areas, and instructional guidelines that meet the needs and necessities in that particular area. The main goal is to give students who graduate professional opportunities, so that they can contribute to economic, social, and cultural civilization, and other matters to improve their areas or local communities with pride.

4.3 Study the Results of Applying Multiperspective Pedagogy Innovation in Indigenous History to Enhance Happiness Historical Consciousness of Secondary School Students in the Cultural Diversity Area of Thailand.

It was found that the level of happiness historical consciousness among students who participated in the multiperspective pedagogy innovation in indigenous history activity was at the highest. According to the results, it showed that the developed learning management promoted happiness historical consciousness among students, making them proud as being pro-active citizens who have multi perspectives towards our global society in the future. According to the study conducted by Grey (2004), the connection between happiness historical consciousness in the

aspect of learning management and the difference between historical studies and studies in learning management results from activities held by teachers to instill happiness historical consciousness into students who participate. This is to develop a critical understanding of how historical narratives about management are constructed. When students have become more aware of their positions in the past, they can critically reflect on the ways people managed and organized in the past. For example, students can decide which practices or actions in the past match or do not match the norm of our current society or in the future, and why they do and why they do not. For that reason, the first important reflection is encouraged and needed in historical consciousness. It is, however, simply a bond to the past. Once students have become more aware of their historical positions, they will ask questions. Not only will they ask questions about practices in the past, but also about the process and reasons that people in the past wrote and came up with. This second important reflection and management assist students in rejecting those practices and actions and questioning the importance of those events. According to Nordgren's concept (2019), happiness historical consciousness becomes a goal suitable for studying ways of learning. Not only does it aim to architect history in the past, but also affects life in the present. With solid theories, history is separated from urban legends. And according to Mangkhang (2022), the ideal of social studies is the values of bodies of knowledge. These values are meant to be exercised by the government to instill in citizens and turn them into fully developed ones. The important goal of this is to prepare our desirable citizens for the global society. In education management which "focuses on pro-active citizen development", curriculum development is important, and the curriculum will be practiced to students to be most beneficial to them. All students will have authentically desirable characteristics. Moreover, students will happily learn through the process, bring out their true potential, and meet their individual needs.

5. Conclusion

Develop teaching innovation in social studies that promote multiple perspectives toward historical comprehension. The purpose of this is to instill a multiperspective that promotes happiness historical consciousness in learners. Learners will be aware of using the historical method to study, search for information and evidence, evaluate evidence, interpret evidence, and conclude the study systematically. This will lead to consciousness and love in happily learning history.

6. Suggestions

6.1 Suggestions for Implementing Research Results

- There should be more support for paper preparation for the historical database. Learning materials on local history should be more available to establish more databases and sources for learning.
- School directors, teachers, and community leaders should be more collaborative. Educational institutions and the community should organize classes on studies in local history with the community to instill multiperspectivity into students from local history.

6.2 Suggestions for Next Research

- There should be an integration of learning materials in the form of Vlogs to promote students' historical thinking skills in diverse places in Thailand.
- The need for developing learning management that integrates the content in social studies for ethnic students in historical areas in the community should be analyzed.
- Knowledge about community history should be organized to develop digital learning sources that are available for students who undertake basic education.

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